

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Manor High School
Number of pupils in school	2021-2 927 2022-23 929 2023-24 925
Proportion (%) of pupil premium eligible pupils	2021-22 12.9% 2022-23 15.3% 2023-24 15.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Annually November 2022 - 2024
Statement authorised by	Simon Greiff, Headteacher
Pupil premium lead	Vanessa Mehta and Vickie Booth
Governor / Trustee lead	Grace Brown, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-22 £135,625 2022-23 £147,864, 2023-24 £165777.43
Recovery premium funding allocation this academic year	2021-22 £19,865 2022-23 £39,192 2023-24 £66057
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2021-22 £13,165 2022-23 £17,331, 2023-24 £0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2021-22 £168,655 2022-23 £204,387, 2023-24 £231834.43

Part A: Pupil premium strategy plan

Statement of intent

At Manor High School, we have the highest aspirations for every student.

Our use of the Pupil Premium and Recovery Premium is underpinned by diagnostic evaluation of our students' challenges and needs and strong educational evidence informed by the EEF (Educational Endowment Foundation).

Our context

Manor High School was established as an 11-14 school of 700 pupils in August 1968, changing its age range to 10-14 in 1983 and 11-16 in 2017. The first full GCSEs series was taken in 2019. The results were exceptional. 2020, 2021 and 2022 and 2023 results were also exceptional in all areas. In 2023 Manor High School was within the top 1% of all schools nationally for progress, top in Leicestershire and joint top in Leicester.

Part of a Multi-Academy Trust (OAK MAT) Manor High is a multicultural academy, reflective of the city of Leicester and environs. NOR is typically 900, although, due to changes to the age range, numbers dipped 781 in 2019-20, rose to 870 in 2020-21 and have reached 925 in 2023-24. The NOR will peak at 1050 by 2025. The majority of MHS pupils come from outside the relatively affluent town of Oadby with many residing in the most deprived parts of the city of Leicester.

Our intent

All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. Our curriculum provides a broad range of subjects with a balance of learning opportunities, both academic and vocational. We are aspirational for our students. They are encouraged to follow the English Baccalaureate. Around 90% do. This is an equality right. Those for whom the English Baccalaureate is not suitable have alternative options, including vocational certificates (BTEC, Cambridge Nationals and NCFE quals) as well extra support for English and Maths.

Our students from disadvantaged backgrounds have the same access to our curriculum and opportunities as their peers, and so their attainment and progress outcomes are significantly better than non-disadvantaged students nationally. Through high expectations, appropriate support, a strong pastoral and tutor system and effective systems and strategies we are able to break down barriers to learn so that Manor High students from disadvantaged backgrounds achieve and succeed whilst in our care.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, 'The Manor High Way' (our vision for developing consistent classroom practice across the school. It is driven by making high expectations and quality first teaching strategies clear, concrete and visible for all stakeholders), is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

There are numerous opportunities to study outside the classroom through an Outlook Expedition, Duke of Edinburgh's Award, trips abroad, after school clubs, sports, arts activities and more. Students of all abilities have access to a range of enrichment activities, trips and visits. During the last couple of academic years there have been on average 35 trips and visits, from across the curriculum and year groups, ranging from London Art gallery visits to Games design trip to Derby University. Approximately 49% of pupil premium students have taken part in these activities.

Our principles

We ensure that teaching and learning opportunities meet the needs of all the students.

We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Particularly during the lockdowns, many of our families benefited from support with regards to food and provisions, including laptops. On returning to school, many have needed support with uniform, resources, excursions, and in particular counselling and mental health support.

We also recognise that social mobility exists, with many students residing in poorer areas of the City, progressing well and securing places at University.

Our ultimate objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to perform in line with the rest of the cohort with regards to their GCSE results.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																																																															
1	<p>Ensuring all students make good academic progress regardless of their starting point. The attainment of disadvantaged pupils is generally lower than that of their peers.</p> <table><tr><th></th><th colspan="5">KS2 - Prior Attainment Band current Yr8&9</th><th></th></tr><tr><th></th><th>L</th><th>M</th><th>U</th><th>NPA</th><th>Blanks</th><th>Total</th></tr><tr><td>PP</td><td>12 = 23.1%</td><td>26 = 50%</td><td>10 = 19.2%</td><td></td><td>4 = 7.7%</td><td>52</td></tr><tr><td>Non-PP</td><td>43 = 14%</td><td>155 = 50.5%</td><td>91 = 29.6%</td><td>3 = 1%</td><td>15 = 4.9%</td><td>307</td></tr><tr><td>FSM</td><td>9 = 22%</td><td>21 = 51.2%</td><td>7 = 17.1%</td><td></td><td>4 = 9.8%</td><td>41</td></tr><tr><td>Non - FSM</td><td>46 = 14.5%</td><td>160 = 50.3%</td><td>94 = 29.6%</td><td>3 = 0.94%</td><td>15 = 4.7%</td><td>318</td></tr><tr><td>SEN - E</td><td>6 = 46.2%</td><td>5 = 38.5%</td><td>1 = 7.7%</td><td></td><td>1 = 7.7%</td><td>13</td></tr><tr><td>SEN - K</td><td>21 = 46.7%</td><td>15 = 33.3%</td><td>7 = 15.6%</td><td></td><td>2 = 4.4%</td><td>45</td></tr><tr><td>SEN - N</td><td>28 = 9.3%</td><td>161 = 53.5%</td><td>93 = 30.9%</td><td>3 = 0.9%</td><td>16 = 5.3%</td><td>301</td></tr></table> <p>Assessments on entry to year 7 in the last two years indicate that our disadvantaged pupils arrive below age-related expectations compared their peers.</p> <p>Also CAT4 tests for ‘assessments on entry’</p>		KS2 - Prior Attainment Band current Yr8&9							L	M	U	NPA	Blanks	Total	PP	12 = 23.1%	26 = 50%	10 = 19.2%		4 = 7.7%	52	Non-PP	43 = 14%	155 = 50.5%	91 = 29.6%	3 = 1%	15 = 4.9%	307	FSM	9 = 22%	21 = 51.2%	7 = 17.1%		4 = 9.8%	41	Non - FSM	46 = 14.5%	160 = 50.3%	94 = 29.6%	3 = 0.94%	15 = 4.7%	318	SEN - E	6 = 46.2%	5 = 38.5%	1 = 7.7%		1 = 7.7%	13	SEN - K	21 = 46.7%	15 = 33.3%	7 = 15.6%		2 = 4.4%	45	SEN - N	28 = 9.3%	161 = 53.5%	93 = 30.9%	3 = 0.9%	16 = 5.3%	301
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2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Disadvantaged students generally arrive with weaker literacy skills. The challenge is to ensure all pupil premium students achieve ‘the basics’ of a grade 4+ in Maths and English in year 11.</p>																																																															

	<p>EG:</p> <p>RA of Year 7 PP is 11 years 2 months and NPP is 11 years 9 months. The average reading age for Year 7 is 11 years 11 months.</p>
3	<p>Research suggests many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p>
4	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p>
5	<p>School data shows that students in receipt of pupil premium are less likely to engage with the rich variety of co-curricular opportunities available and therefore this can reduce the variety of experiences, leading to a limitation of understanding and access to the curriculum. Engaging higher attaining students in an academically challenging curriculum that opens doors to further study, careers and aspirational life goals.</p> <p>During the pandemic, teacher referrals for support markedly increased.</p> <p>See case studies</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4.4% lower than for non-disadvantaged pupils.</p> <p>28% of disadvantaged pupils have been 'persistently absent' compared to 16.7% of their peers during that period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. The disadvantaged students have been worst affected by partial school closures and ongoing disruption due to Covid-19. In particular with inconsistent attendance (to remote learning and generally) and also in returning to school routines and structure.</p>

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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan, in 2025**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved attainment among disadvantaged pupils, which steadily closes the gap with their peers, across the curriculum at the end of KS4, especially in English, Maths and Science.</p> <p>Implications for Year 10 and 11 (2023-24)</p> <p>Support disadvantaged students to achieve a standard pass (4-9) in English and Maths and a strong pass (5-9) in English and maths.</p> <p>Increase the percentage of students achieving grades 4-9 in Combined Science.</p>	<p>PP students at Manor High do better than other students nationally in English, maths and science</p> <p>Pupils eligible for PP, identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, so that 75% meet or exceed FFT20 estimates. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD).</p> <p>100% or more of disadvantaged pupils enter the English Baccalaureate (EBacc) in 2022-23. In the last 3 years this figure was between 77 - 96%.</p> <p>2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 61.87 • English and Maths 4+: 92% • English and Maths 5+: 72% • an EBacc average point score of 5.39 <p>Outcomes for pupil premium students shows a progress 8 score in line with their peers.</p> <p>Outcomes for pupil premium students are consistently good across all subjects</p>
Improved reading comprehension among disadvantaged pupils	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-

<p>across KS3, using Accelerator Reader.</p> <p>More rapid progress in literacy for Year 7 and 8 pupils eligible for PP funding to enable them to access the KS4 curriculum.</p> <p>Implications for Year 8 (2023-2024)</p> <p>Support disadvantaged to achieve a standard pass (4-9) in English and Maths and a strong pass (5-9) in English and maths.</p> <p>Increase the percentage of students achieving grades 5-9 in Ebacc subjects.</p> <p>Implications for Year 7 (2023-2024)</p> <p>3 PP students did not reach the expected standard in KS2 reading.</p> <p>3 PP students did not reach the expected standard in KS2 EGPS.</p> <p>4 PP students did not reach the expected standard in KS2 maths.</p> <p>18 PP students (3 low ability/ 10 middle ability/ 5 high ability).</p> <p>Reading needs to remain a high priority.</p>	<p>disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Reading ages, generated by Accelerated Reader, are identified in Year 7. Students are retested to monitor progress.</p> <p>At least 50% meet or exceed FFT5 estimates and 100% meet FFT20 estimates in English and Maths.</p> <p>Pupils eligible for PP funding will make progress at a faster rate than NPP students. This will be evidence using the accelerated reader programme and data captures chronologically through the year, so the gap closes.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>

	Class charts is a new system used to support students and parents with homework, and shows the staff and student engagement, which we will monitor over time.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023/24 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations.
Increased exposure to/participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum. Curriculum equity is prioritised and higher attaining PP students access an academically challenging curriculum that leads them to level 3 post 16 study or apprenticeships. Support with D of E and work experience where applicable.	Sustained high levels of wellbeing from 2023/24 demonstrated by: A significant increase in participation in enrichment activities, particularly among disadvantaged students. Entries for the E-Bacc suite in line with the national average HA students access post 16 study or apprenticeships at level 3 All disadvantaged students take part in at least one educational visit. Same proportion on PP and NPP participate in work experience weeks (Y10).
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Students and families are supported to re-establish the routines, expectations and structure of school.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 90% to 95% in line with NPP pupils, so that the % sessions missed is broadly in line with the National average of 5%. Target of 96%. Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%, from 6%. the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

1. High quality teaching Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. Coaching programme.

2. Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

3. Wider strategies Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category. Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£119,856.50 approx**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments – GL Assessment suite. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF +6 months impact – feedback	1, 2, 3,
Pupil Premium and Catch Up Co-ordinator, to work with the Senior Leadership Team to lead a whole school programme focused on improving the outcomes and progress of identified students and to narrow the gaps of groups within school. Administration of AP.	Funding streams targeted at improving outcomes for identified students and ensuring that pupil premium and catch- up funding reaches the groups of students for whom it is intended and makes a significant impact on their education. Recovery Premium - DfE supplementing the PP fund?	All
Employment of suitably qualified TAs, especially with a specialism in dyslexia and autism. Trained ELSAs on site. Extra staffing in maths. Year 11 revision support. Members of NASEN and access to the NASEN supportive CPD for TAs.	The research suggests that small group tuition leads to moderate impact in comparison to those students who do not receive small group tuition. +5 months impact – one to one tuition +4 months impact – small group tuition +5 months – collaborative learning approaches +7 months impact – meta-cognition and self-regulation +4 months impact – social and emotional learning	1,2, 3, 4, 5

<p>To raise awareness of the PP cohort to ensure effective planning, differentiation and in class inceptive support.</p> <p>To improve the quality of feedback for the PP cohort.</p> <p>All PP marked in SIMs.</p>	<p>Feedback has strong evidence for improving the learning and progress.</p> <p>If teachers know who the PP students are they can ensure they are targeting them with verbal and written feedback, AFL, questioning, grouped for collaborative learning, and provided individualised instructions more frequently.</p> <p>For PP students the difference between a good teacher and a bad teacher is a whole year's learning.'</p> <p>PP students are in need of targeted support in class if they are underachieving, and this strategy allows these students to have more immediate</p> <p>First wave intervention.</p> <p>MINT class seating plan package, Pride in presentation, Use of purple pen for progress</p> <p>+6 months impact – feedback</p> <p>+5 months impact – collaborative learning</p>	<p>1, 5</p>
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Developing metacognitive and self-regulation skills in all pupils. Eg: GCSE Pod	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. The use of Satchel One enables all students to access homework and class materials. There is particularly strong evidence that it can have a positive impact on attainment: +7 months impact – meta-cognition and self-regulation +5 months impact – homework	1, 3, 4, 5
To hold walking talking mocks for Yr 11 students. This will be used to bolster marks in the summer exams and promote meta-cognition.	Research shows that feedback and meta-cognition and self-regulation has significant impact. This will be used to support PP students with examinations by helping them to understand exactly what they will be face. The teacher will demonstrate the process and show how to answer exam papers to maximise marks. +6 months impact – feedback +7 months impact – meta-cognition and self-regulation	1, 3
Accelerator Reader - targeted students with reading ages below their chronological age supported by Study Centre Manager and through weekly reading homework	Reading Comprehension Strategies – EEF	1, 2
Teacher professional development. Eg: Funding for teachers to complete NPQLT, NPQLBC and OTP – funding for supply costs. We fund professional development and instructional coaching focussed on each teacher's subject area.	DfE – Delivering World-Class Teacher Development (June 2021) "Teachers are the foundation of the education system – there are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving student outcomes – and is particularly important for pupils from disadvantaged backgrounds".	1, 2, 3 and 5
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1, 2

<p>Eg: Targeted students in KS4 have been provided with a bespoke 'improving writing workshop'. These sessions target higher ability students who are under-performing, as well as those who show potential but are less able to ensure we increase their confidence, as well as providing them strategies for their GCSE exams.</p> <p>Eg: Spelling Bee</p> <p>The school has a Literacy Coordinator and Literacy Ambassadors that support and organise these activities.</p> <p>Oracy</p> <p>Phonics</p> <p>Whole school training and ground rules for talking point – consistent approach across the school.</p> <p>Debating club and Up for debating activities – funs supply costs.</p>		
<p>Provision of additional resources that underpin the effective delivery of the curriculum.</p> <p>Eg: provision of ingredients for cooking, sets of books for class readers for tutor time, art and DT consumables and assistive technology for student use in the classroom.</p>	National Food Strategy 2021 – Recommendation 3: Launch new eat and learn initiative for schools. Pg. 15	1,2,3,4,5
<p>Administration time for the Inclusion Administrator the progress of PP students with regards to access arrangements.</p>	<p>+7 months impact – meta-cognition and self-regulation</p>	1, 3
<p>SEND Assessments</p>	<p>SEND Code of practice</p> <p>Remove a financial barrier to diagnosis for SEND</p>	1,2, 3

Bespoke Ed Psyc reports for identified FSM students		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£34,046**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of Y11 Assertive Mentoring Programme.</p> <p>All identified students in need of assertive mentoring including ALL PP will receive assertive mentoring every few weeks. This will be tailored to the needs of the individual.</p>	<p>Research available to demonstrate how mentoring can impact positively on attitude to learning, progress and attendance. The mentoring programme will be rigorous and driven by the latest data.</p> <p>Mentors will challenge and support in terms of organisation, liaise with teachers, parents and the pastoral team.</p> <p>Provide targeted students with 1:1 tuition to boost performance.</p> <p>Revision packs</p> <p>Targeted Spark academy tuition</p> <p>EEF toolkit states that the: 'evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.'</p> <p>Providing high quality resources for the PP students, e.g. in English and Maths, to revise with gives them the best possible opportunity to succeed in their exams.</p> <p>+6 months impact – feedback</p> <p>+5 months impact – one to one tuition</p>	1,3, 6

	One to one tuition EEF (educationendowmentfoundation.org.uk) Recovery Premium - DfE School led tutoring - DfE	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: +5 months impact – one to one tuition And in small groups: +4 months impact – small group tuition Recovery Premium - DfE</p>	1, 2, 3
<p>GSCE holiday revision and intervention classes for PP to improve teaching and learning outcomes.</p> <p>Catch up clubs for Years 7-9</p>	<p>Application of Access arrangements to ensure PP students are on par with their peers, if academically disadvantaged.</p> <p>Summer Schools - EEF</p>	1, 2, 5
Funding an Ed P to complete the necessary assessments for the form 8s.	<p>Intervention for those PP students below expected. Students identified through data and sessions offered in English and maths.</p> <p>+4 months impact – small group tuition +7 months impact – meta-cognition and self-regulation</p>	1, 2, 3
<p>Music tuition and graded examinations</p> <p>Opportunity for all PP students to access funded music tuition through our network of peripatetic music teachers</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>+3 months impact – Arts participation</p>	5
Adopting a targeted reciprocal reading programme as a reading intervention for disadvantaged pupils who need	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p>	2

<p>additional help to comprehend texts and address vocabulary gaps.</p> <p>In order to support lower ability learners, a Reader Leader scheme is taking place to assist students in Year 7 who have an average reading age of 9 or below. This improves their reading comprehension. This is led by our Year 8 students who have an average reading age of 15 or above and are highly competent in their reading skills.</p>	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£77,931.93**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved attendance of PP students, further closing the gap relative to other students in school.</p> <p>Attendance certificates, ASPs, assemblies, home visits, target group.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>HMs primarily, and other staff will get training and release time to develop and</p>	<p>Parental involvement shows moderate impact for moderate cost.</p> <p>The support ensures that they are able to get to school. The NFER briefing on raising performance of PP students states: 'more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.'</p> <p>Attendance Officers per House who monitor pupils and follow up quickly on trancies. First day response provision.</p>	1, 3, 4

<p>implement new procedures, where necessary. HMs in their capacity as Attendance support officers will be appointed to improve attendance.</p>	<p>Support for paying for school bus. Attendance Manager focuses on PP students to contact on first day of absence Meetings with PP parents and students who have low attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. +3 months impact – parental involvement</p>	
<p>Pastoral support targeted at our most vulnerable students to improve the positive behaviour and self-esteem, anxiety and confidence.</p> <p>Safeguarding CPD for all staff and master classes for the DSLs, to enhance the provision around safeguarding the most vulnerable.</p> <p>SEND CPD via NASEN for TAs and teaching staff.</p>	<p>John Dunford speaks about the need for 'Forensic Personalisation'. This is especially true for PP students. Middle Leaders, Teachers, Tutors and Behaviour and attendance support need to work together to ensure that the individual needs of each PP student are met.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>HOD, HMs, Teachers and Tutors make PP a priority and analyse their performance and design personalised interventions.</p> <p>Close monitoring of progress. Regular feedback for targeted students.</p> <p>Counsellor available when necessary, including bereavement counselling.</p> <p>Members of safeguarding network to ensure all resources are gained where safeguarding is an issue/barrier.</p> <p>Young Minds January 2021</p> <p>The Recovery Curriculum Professor Barry Carpenter 2020</p> <p>School data shows that there is an increased prevalence of persistent absence, self-harm and anxiety among students.</p> <p>+4 months impact – social and emotional learning</p> <p>+4 months impact – small group tuition</p> <p>+4 months impact – behaviour interventions</p> <p>+7 months impact – meta-cognition and self-regulation</p> <p>+3 months impact – parental involvement</p>	<p>1, 3, 4</p>

<p>To improve the life experiences of PP students to provide equity in comparison to their NPP counterparts. As and when possible to consider supporting families – cooking lessons etc Continuation of hardship fund to subsidise 50% towards uniform, equipment and PE kits for PP students. Also small educational visits deemed essential to the well-being or aspirations of the child will be fully funded.</p> <p>As of December 2023, all PP students will have a budget of £100 towards an overseas educational excursion eg: The Ski trip, Barcelona, France.</p>	<p>Research shows parental involvement shows moderate impact. Some funding is protected so that we can support our PP FSMs students in ensuring that they have the correct uniform and that they can take part in Educational school visits.</p> <p>+3 months impact – parental involvement</p>	<p>1, 4</p>
<p>To improve the life experiences of PP students to provide equity in comparison to their NPP counterparts.</p> <p>Careers education programme.</p> <p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so they can attain as well. PP and disadvantaged to access additional support from our Careers Advisor.</p> <p>Motivational talks – Jeremy Dry</p>	<p>Research suggests that sports participation, aspiration interventions, outdoor adventure learning, collaborative learning, D of E, Arts participation have measurable impact. PP students will engage in all aspects of life. All PP to engage in at least 1 CEIAG experience per year and extra -curricular experiences.</p> <p>Taking the PP students to local sixth form colleges and Universities, organising for taster events facilitated by Universities both on and off site, will mean that they aim high and in turn will encourage the more able students to achieve well across their subjects.</p> <p>PSHE SoL purchased to particularly tailor PP needs.</p> <p>+3 months impact – Arts participation +3 months impact – parental involvement</p>	<p>1,4, 5</p>

<p>To explore the input of Humanutopia.</p> <p>Alternative provision.</p>		
<p>Adoption of a cognitive behavioural therapy (CBT) intervention and counselling for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for pastoral staff and collaboration with other schools and external agencies.</p> <p>Mental Health ambassadors trained both in staff and students.</p> <p>Flourish project hub.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	1, 5, 6
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>HMs primarily, and other staff will get training and release time to develop and implement new procedures, where necessary. HMs in their capacity as Attendance support officers will be appointed to improve attendance.</p> <p>Where students are struggling to attend, looking into flexible, temporary alternative provisions, particularly with a therapeutic focus.</p> <p>Example: Anstey Alpacas.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1,6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £231834.43

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

These results are the second set of traditional GCSE results. These results will be reported in school performance tables, due to be published in October 2022. In current headlines from our results include:

- Progress 8: +1.07
- Attainment 8: 61.87
- English and Maths 4+: 92%
- English and Maths 5+: 72%

The Attainment 8 score is above the school's target of 60. We achieved higher than our Wildly Important Goal for attainment percentages in English and Maths 4+ by 7% and by 1% higher for 5+.

An EBacc average point score of 5.39.

	No of Pupils	P8	A8	EN/Ma 4+	EN/Ma 5+	APS
Basic						
All Students	179	1.07	61.87	91.06	77.09	6.03
Gender						
Males	112	0.97	60.7	89.29	77.68	5.89
Females	67	1.24	63.82	94.03	76.12	6.26
Gender Gap	45	-0.27	-3.12	-4.74	1.56	-0.36
Pupil Premium						
Pupil Premium	14	0.89	56.14	100	57.14	5.45
Non Pupil Premium	165	1.09	62.35	90.3	78.79	6.08
Pupil Premium Gap	-151	-0.2	-6.21	9.7	-21.65	-0.63
FSM						
FSM	9	0.92	56.78	100	55.56	5.63

Non FSM	170	1.08	62.14	90.59	78.24	6.05
FSM Gap	-161	-0.16	-5.36	9.41	-22.68	-0.42
SEN						
SEN (K/E)	19	1.41	49.53	73.68	63.16	4.69
No SEN	160	1.04	63.33	93.13	78.75	6.19
K	17	1.4	52.43	82.35	70.59	5.01
E	2	1.55	24.88	0	0	2
SEN Gap	-141	0.37	-13.81	-19.44	-15.59	-1.5

PP		
English	Std Pass	100%
	Strg Pass	86%
Maths	Std Pass	100%
	Strg Pass	71%
Science	Std Pass	93%
	Strg Pass	71%
Hums	Std Pass	86%
	Strg Pass	86%
Lang	Std Pass	79%
	Strg Pass	43%

2022/2023 GCSE Results - 4Matrix													
	Pupils Entered for Ebacc	English Baccalaureate		EM Threshold		EBacc APS					KS2 APS	P8	A8
		Standard pass	Strong pass	Standard pass	Strong pass	English APS	Maths APS	Science APS	Humanities APS	Languages APS			
PP	14	14 = 100%	12 = 85.71%	14 = 100%	8 = 57.14%	5.93	5.43	5.61	5.5	4.64	105.14	0.89	56.14
Non-PP	165	158 = 95.76%	151 = 91.52%	149 = 90.3%	130 = 78.79%	6.61	6.13	6.19	6.18	5.16	106.87	1.09	62.35
PP HAP	11	11 = 100%	1 = 100%	1 = 100%	1 = 100%	7	8	7	7	7	113.5	0.35	72
Non- PP HAP	66	66 = 100%	66 = 100%	66 = 100%	65 = 98.48%	7.44	7.42	7.42	7.36	6.17	112.7	0.77	73.08
PP MAP	11	11 = 100%	10 = 90.91%	11 = 100%	7 = 63.64%	6.09	5.36	5.68	5.73	4.64	105.27	0.98	56.95
Non- PP MAP	50	50 = 100%	47 = 94%	49 = 98%	43 = 86%	6.58	5.9	5.96	5.94	4.72	105.19	1.34	60.45
PP LAP	2	2 = 100%	1 = 50%	2 = 100%	0 = 0%	4.5	4.5	4.5	3.5	3.5	100.25	0.66	43.75
Non-PP LAP	34	30 = 88.24%	26 = 76.47%	23 = 67.65%	12 = 35.29%	5.35	1.03	4.26	4.44	3.59	97.58	1.37	45.77
PP Male	6	6 = 100%	5 = 83.33%	6 = 100%	4 = 66.67%	5.83	5.67	5.75	5.67	3.83	105.42	0.89	56.58
PP Female	8	8 = 100%	7 = 87.5%	8 = 100%	4 = 50%	6	5.25	5.5	5.38	5.25	104.94	0.9	55.81
FSM	9	9 = 100%	7 = 77.78%	9 = 100%	5 = 55.56%	5.89	5.44	5.94	5.56	5	105.17	0.92	56.78
Non - FSM	170	163 = 95.88%	156 = 91.76%	154 = 90.54%	133 = 78.24%	6.59	6.11	6.16	6.15	5.13	106.81	1.08	62.14
SEN - E	2	1 = 50%	1 = 50%	0 = 0%	0 = 0%	0	1.5	3	1.5	0	96.5	1.55	24.88
SEN - K	17	15 = 88.24%	13 = 76.47%	14 = 82.35%	12 = 70.59%	5.88	5	5.21	5.24	3.53	100.73	1.4	52.43
SEN - N	160	156 = 97.5%	149 = 93.13%	149 = 93.13%	126 = 78.75%	6.68	6.25	6.29	6.28	5.36	107.4	1.04	63.33

- Progress 8 score for disadvantaged students has increased to +0.53 in 2021-22 to +0.89 in 2022-23.
- Progress 8 score for disadvantaged students, in English was +0.15 in 2021-22 and has increased to 0.38 in 2022-23.
- Progress score for EBACC element remains outstanding for disadvantaged students and well above national average at +0.59.
- Progress 8 score for disadvantaged students, in science has increased to 0.34 in 2022-23.

- The Progress 8 score for disadvantaged students in languages remains positive at +0.44 in Spanish, but dipped to -0.44 in French. PP students in Spanish outperformed NPP 0.44 and 0.09 respectively.
- The Progress 8 score for disadvantaged students in history remains above national average at +0.85 but was negative in geography (-0.13).
- Average attainment 8 score per disadvantaged student has increased from 5.7 in 2021-22, to 6.03 in 2022-23.
- Disadvantaged students achieving the EBACC 5+ is 57.14%.
- 100% of disadvantaged students achieved 4+ in BASICS.
- % disadvantaged students entering EBACC at 100% is well above the National average.
- The APS for EBACC for disadvantaged students has increased from 5.9 in 2021-22 to 6.03 in 2022-23. APS 2021-22 compared to 2022-23 in English 4.64 to 5.93, maths 5.14 to 5.43, science 4.95 to 5.66, humanities 5 to 5.5 and languages 4.24 to 4.64.
- A8 PP 2021-22 was 52.18 compared to 56.14 in 2022-23.

school-performance.service.gov.uk			
	Manor dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	13	6432	447564
P8 score	0.89	0.05	0.17
A8 score	55.5	48.6	50.2
English & maths at grade 5+	54%	51%	52%
English & maths at grade 4+	100%	73%	73%
EBacc at grade 5+	31%	18%	20%
EBacc at grade 4+	69%	26%	28%
Entering EBacc	100%	43%	43%
EBacc Average Point Score (APS)	5.39	4.3	4.43

Our PP students out perform both the LA and England NPP, on all categories.

Average reading ages for Year 11 - 22/23		
	Year 8	Year 9
PP	11 years 11 months	13 years 1 month
Non - PP	12 years 9 months	13 years 7 months
FSM	12 years 4 months	13 years 3 months
Non - FSM	12 years 10 months	13 years 6 months
SEN - E	10 years 9 months	8 years 9 months
SEN - K	11 years 4 months	12 years 2 months
SEN - N	12 years 11 months	13 years 6 months

We are able to close the gap with reading for example, the above shows the reading ages of PP students who were Yr11 in 2023, when they were in year 8 and Year 9.

Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4.4% lower than for non-disadvantaged pupils.

28% of disadvantaged pupils have been 'persistently absent' compared to 16.7% of their peers during that period.

Manor High School: Recovery premium Strategy 2023-24

Summary information

School	Manor High School				
Academic Year	2023-2024	Total C-19 budget c/f from 2020-21	£66057	Date for next internal review of this strategy	July 2024

Strategy statement

Manor High School is committed to supporting all students impacted as a result of the Coronavirus outbreak.
Funding will be directed towards three key areas (as outlined in the Education Endowment Foundation Guide to Supporting School Planning).

Teaching and whole school strategies

- supporting teaching through professional development and the development of coaching to develop further teaching, which will impact progress
- supporting well being through an assigned school professional identifying and supporting PP achievement strategies.
- assessing impact of Covid-19 upon learning upon students transitioning from primary to secondary school.

Targeted support

- small group tuition and mentoring for most affected students/groups
- targeted intervention programmes for students identified from school progress data analysis in Maths, English and E-Bacc subjects.

Wider strategies

- sustain and further improve access to technology for students and staff (hardware)
- online parents' feedback software identified, implemented, and evaluated.
- sustain standards in resources to ensure the school delivers a high quality online experience and assessment for students to ensure identification of gaps in knowledge.

Desired outcome	Action	Rationale and monitoring	Staff Lead (Oversight)	Cost	July 23 RAG
Identification of students deemed not to be 'secondary ready' in Yr 7 in Maths and English, as well as students in Yr 8-11 who require support to close gaps.	Use of GL Assessment/Accelerated Reader to identify students that are not 'secondary ready' in English Appointment of an Academic Mentor in English and Maths to support students.	Identification of students and small group interventions in place to support students.	CLs/DK/SG	10% of 2 Academic Mentor salary, training, and GL assessment subscription. £5,000	Academic Mentor Appointment in STRIDE showing impact.
Supporting teaching through professional development and the development of coaching to develop further teaching, which will impact progress	Coaching programme set up in school to further develop teaching and learning. Development of Personal Inquiry and Research based training to ensure classroom teaching develops further.	This will impact all students in ensuring greater rates of progress.	VP	Use of Blue Sky Education, training costs £3000	100% engagement from staff. Coaching programme expanded to increase
Identification of students in Year 9, 10 and 11 who require extra support in Ebacc subjects.	National Tutoring programme utilised to provide support for students on 1:3 basis. Students identified from progress data by CLs.	Close any gaps in knowledge. Monitored through QA of sessions and analysis of data.	SG/CLs	30% contribution to NTP £2000	79% of students consolidated or improved attainment
Supporting well being through an assigned school professional identifying and supporting PP achievement strategies	Appointment of PP Champion and identification of students and strategies based upon research.	Monitoring of student outcome data, and student attendance and A4L data.	DK/VM/VB	Salary £3000	Appointed. Impact evident through attainment and PP students targeted for interventions

Identifying activities to build esteem and confidence of students, both academically and pastorally.	Range of activities and opportunities for students to build confidence/increase further attendance at school.	Monitoring of student outcome data, attendance and a4L	SG/AC/VB	£2000	Engagement of Yr 7 and yr 8 students in enrichment activities to build confidence. Student voice indicates positive impact. Also attendance of PPvnon PP im-
Engagement in work outside of the classroom improves during the academic year	Whole school learning platforms to support homework and remote learning are introduced (GCSE Pod and Class charts)	School use of GCSE Pod and Class charts monitored to show engagement of learners from yr 10 and yr 11.	VP/DK	Subscription costs £2,000	80% engagement in Satchell one, although we have moved to a new system for 2023-24

Sustain standards in resources to ensure the school delivers a high quality online experience, if required.	Monitoring of hardware and replacing where required to ensure highest standards of resources.	Additional/Replacement laptops/headsets etc are in place	SG	£1000	Online experience exists when required. Systems in place to re-
Total budgeted cost £18000					
Contingency £1.9k					

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

These results are the second set of traditional GCSE results. These results will be reported in school performance tables, due to be published in October 2022. In current headlines from our results include:

- Progress 8: +1.23 (*This is based on 2019 validated estimates)
- Attainment 8: 60.4
- English and Maths 4+: 90%
- English and Maths 5+: 76%

The current 4Matrix share and compare dataset which has shared our data with approximately 459 schools across the country and shows our Progress 8 as +1.01.

The Attainment 8 score is above the school's target of 60. We just missed our Wildly Important Goal for attainment percentages in English and Maths 4+ by 2% but we were 4% higher for 5+. Our 4+ percentage will now become a specific area of focus for this academic year. A more detailed overview of Year 11 results can be found in the 4Matrix press release above.

	No. of Pupils	P8	A8	En/Ma 4+	En/Ma 5+	APS
Gender						
Male	96	1.19	58.87	94%	77%	5.72
Female	82	1.3	62.38	87%	76%	6.03
Gender Gap	14	-0.12		7%	1%	-0.32
PP						
Pupil Premium	29	0.38	48.2	76%	55%	4.62
Non-Pupil Premium	149	1.41	62.88	93%	81%	6.11
Pupil Premium Gap	-120	-1.02	-14.68	-17%	-26%	-1.49
FSM						
Free School Meals	21	0.14	44.64	71%	52%	4.3
Non-Free School Meals	157	1.39	62.61	93%	80%	6.07
Free School Meal Gap	-136	-1.26	-17.96	-22%	-28%	-1.77
SEN						
SEN	16	0.64	47.02	81%	50%	4.46
Non-SEN	162	1.3	61.82	91%	79%	6
SEN Gap	-146	-0.66	-14.8	-10%	-29%	-1.54

Overall attendance in 2021/22 was lower than in the preceding 3 years at 95%, it was higher than the national average. This gap is still present, but we will continue to work on the strategies in this plan to close this. 2020-21 the gap was 3.41%.